



**THE FOUNTAINS  
HIGH SCHOOL**

# **POSITIVE ENGAGEMENT, EXCLUSIONS & ANTI- BULLYING POLICY**

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## **RATIONALE**

The rationale of our positive engagement, exclusions and anti-bullying policy is to promote good behaviour, self-discipline and respect. We believe that positive engagement should be recognised and rewarded. We have a clear anti-bullying strategy. Any undesirable behaviours will be discouraged through the implementation of proactive strategies which are underpinned by the PROACT-SCIPr-UK strategies. The aim of this strategy is to minimise risk and to support our young people in building and maintaining positive relationships. All staff receive clear guidance and regular training so that they feel competent and confident in supporting our young people.

This policy outlines the strategies and explains the support given to staff and pupils to create a safe and well managed environment in and around school and wider community.

We aim to encourage young people to develop their self-management skills which will enable them to play a full part in school life and become responsible citizens in the future.

### **Positive Engagement**

Positive engagement is any behaviour or strategy which encourages and maintains the good order and conduct of our school. Positive engagement ensures our young people and staff feel safe, secure and welcome as a member of our school and wider community.



## EXPECTATIONS

**Students** are expected to:

- Be involved in establishing class expectations
- Follow the class and school expectations for positive engagement
- Listen to each other and adults
- Be polite and talk respectfully
- Take pride in themselves and the school
- Respect their own and others' property and equipment
- Inform staff of any concerns they have about the behaviour of fellow students or about their own behaviour.
- Report if they are being bullied or see someone being bullied
- Be a part of the PBSP process where appropriate

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## EXPECTATIONS *Continued...* & ZONES OF REGULATION

**Parents and Carers** are encouraged to:

- Comply with this policy
- Support positive engagement and the expectations for conduct at school
- Report to school any concerns they have about their child
- Work with the school to promote an ethos of supporting their child to positively engage in all aspects of school life
- Contribute to and sign their child's PBSP

### **Zones of regulation**

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach our young people to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Our young people check in with how they are feeling in the Zones of Regulation at least twice per day, and students will learn to express their emotional state and independently access calming and alerting strategies available to them within the school.



## REWARDS AND CONSEQUENCES

### **Rewards**

Positive engagement is rewarded in a variety of ways:

- Individual praise and recognition
- E-Praise house points system
- Certificates
- Star of the Week
- Positive phone calls home
- Postcards or letters home
- Celebration assemblies
- Motivators bespoke to the young person.

### **Sanctions and consequences**

Sanctions and consequences are not used as part of general practice, however in some exceptional circumstances a specific, short term behaviour intervention may be needed. Sanctions will only be used when all positive behaviour management techniques have been exhausted. Use of sanctions should only be employed following a discussion and agreement with the Key Stage Leaders and Senior Leaders.

## BEHAVIOUR MANAGEMENT

### **PROACT-SCIPr-UK**

Fountains High School follows the principles set by PROACT-SCIPr-UK. It is the intent of PROACT-SCIPr-UK® to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences. This informs our everyday practice, as listed in this policy.

### **Positive Behaviour Support Plans**

For some young, who display challenging behaviour, a positive behaviour support plan is written. This addresses the positive skills that the staff and young person should teach or learn which would make the

behaviour less likely to happen. The PBSP also gives clear guidelines on what to do when an incident occurs and strategies to avoid reaching this point of escalation. See PBSP in appendix.

### **Reducing Restraint**

At Fountains High School, we believe that every young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Occasionally, some young people may display behaviours which may be harmful to themselves or others. At times, restrictive physical intervention may need to be used for their protection and to keep them and others safe.

Restrictive intervention should only be used when absolutely necessary in accordance with the law and clear ethical values and principles which respect the rights and dignity of all, in proportion to the risks involved. Any planned physical interventions are named on the PBSP and reviewed regularly, with involvement of parents and staff. If a restrictive physical intervention is used with a young person then parents or carers will be informed. The intervention will be reported to the Senior Leadership Team and recorded in the PROACT-SCIPr-UK book. A de-brief will also be offered to the staff and students involved.

### **Recording Challenging Behaviour**

Challenging behaviours are recorded on Integris. The incidents are analysed by the Senior Leadership and fed back to the Key stage Leaders. Further actions are then initiated if appropriate.

## ANTI-BULLYING

Although there is no legal definition of bullying, it is defined by the GOV.UK website as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber bullying

Fountains High School believe that bullying must be challenged in which ever form it may appear. Young people are given regular opportunities through assemblies, PSHE lessons, the GRIT lessons and school council to learn about how to identify incidents of bullying and deal with them appropriately.

All reported incidents of bullying are investigated and dealt with. Parents and carers are informed of all incidents and what actions have been taken. Records will be kept of all incidents and their outcomes. These will be recorded in Integris.



## EXCLUSIONS & LINKS

The Governing Body has decided that in exceptional circumstances exclusion will be used if we can no longer meet the needs of a young person, once all other avenues have been exhausted.

These exclusions may be internal, fixed term or in extenuating circumstances permanent.

Exclusions must be agreed with the Headteacher in all instances.

### Links

For further information on anti-bullying, positive behaviour support and advice on mental health, see the following useful websites.

Online Safety - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Child Protection & Well Being - [www.nspcc.org.uk](http://www.nspcc.org.uk)

Anti-bullying – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Child mental health and emotional literacy – [www.jwbridgethegap.com](http://www.jwbridgethegap.com)